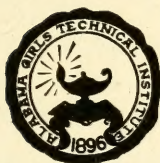


Alabama Girls Technical Institute Bulletin



PROCEEDINGS
of the Third Annual Conference of
Alabama Home Economics
Association

JANUARY 25, 26, 27, 1917

Published Quarterly By
Alabama Girls Technical Institute
Montevallo, Alabama

Summer School

SECOND SESSION

Alabama

Girls Technical Institute

Montevallo, Alabama

JUNE 7 to JULY 18

1917

FOR TEACHERS, HOME MAKERS AND COLLEGE STUDENTS

Courses in Education for extension of Certificates, and for preparation for State Examinations.

The Home Economics Department will include the various branches in Domestic Science, Domestic Art, Manual Training, Drawing, Handicrafts—well arranged for the needs of teachers and the practical housekeeper.

Courses in English, Mathematics, History, Chemistry, Physics, Agriculture, Botany, Plant Culture, Foreign Languages, Expression and Dramatics, for regular college students, for those preparing to enter college, and for anyone wishing to study for general culture.

Playground supervision and general athletic work will receive special attention.

For further information, address

T. W. PALMER,
President.

Alabama Home Economics Association

OFFICERS FOR 1916-1917

MISS STELLA PALMER, President, Montevallo.

MISS GLADYS M'GILL, Vice President, Livingston.

MISS MAUDE LUTTRELL, Secretary and Treasurer, Columbiana.

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MISS SARA BANDY, Athens.

OFFICERS FOR 1917-1918

MISS MAY HANSIS, President, Birmingham.

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EXECUTIVE COMMITTEE

MISS STELLA PALMER, Chairman, Montevallo.

MISS MARTHA PATTERSON, Montevallo.

MISS SARAH MARKS, Jacksonville.

NEXT ANNUAL MEETING

will be held at the Alabama Girls Technical Institute, Montevallo,
February 1 and 2, 1918.

Alabama Home Economics Association

Third Annual Conference

January 25, 26, 27, 1917

PROGRAM

THURSDAY, JANUARY 25

8:00 p. m.

Violin: Adagio; Maestoso, from Op. 77.....deBeriot
Miss Laura Lyman.

Superintendent A. F. Harmon, Selma, Presiding.

Welcome Address, President T. W. Palmer.

Piano: Andante Spianato and Polonaise Op. 22.....Chopin
Mr. C. R. Calkins and Miss Lula Hawkins.

"The Present Status and Probable Lines of Development in Home Economics," Mrs. Henrietta W. Calvin, Specialist in Home Economics, Bureau of Education, Washington, D. C.

FRIDAY, JANUARY 26

9:00 a. m.

Miss Madge Reese, Auburn, Presiding.

"Rural Schools." Report of Committee on Course of Study in Home Economics in Rural Schools, Miss Myrtle Brooke.

"Hot Lunches in the Rural Schools," Mrs. O. L. Gregg.

"Home Economics in the Rural Schools at Present," Mr. J. B. Hobdy.

General Discussion.

10:30 a. m.

Mr. Roy Dimmitt, State High School Inspector, Presiding.

Home Economics in the High School.

Round Table Discussion of Course of Study, Funds, Equipment, Preparation of Teachers, by Principals and Teachers in High Schools.

1:30 p. m.

Demonstration and class work in Technical Departments of the Alabama Girls Technical Institute.

3:00 p. m.—Visit Art Exhibit.

4:00 p. m.—Tea in Domestic Science Dining Room.

6:30 p. m.—Reception in Dormitory Parlors.

8:15 p. m.

President H. J. Willingham, State Normal School, Florence, Presiding.

Song: The Loreley-----Liszt
Miss Lottie Lee Hurst.

"Home Economics for the Home," Miss May B. Van Arsdale,
Assistant Professor of Domestic Science, Columbia University,
New York.

Duo for Two Pianos: Valse Op. 64 No. 1-----Chopin-Phillip
Miss Reba Powers and Miss Lula Hawkins.

"Sanitation in Rural Schools," Mr. J. B. Hobdy, Montgomery.

SATURDAY, JANUARY 27

8:30 a. m.—Business Meeting.

9:30 a. m.—President T. W. Palmer, Presiding.

Home Economics in Social Life—

"Home Economics and the Community," Miss Ada Fields, Direc-
tor of Home Economics, George Peabody College for Teachers,
Nashville, Tenn.

Duo for Two Pianos: Ride of the Valkyries-----Wagner-Erlich
Miss Reba Powers and Miss Lula Hawkins.

Address, Miss May B. Van Arsdale.

Address, Mrs. Henrietta Calvin.

MINUTES

Of the Third Annual Conference of the Alabama Home Economics Association

THURSDAY, JANUARY 25, 8:00 P. M.

The third annual conference of the Alabama Home Economics Association was called to order by Superintendent A. F. Harman, of Selma, who presided at the opening meeting. He gave a pleasing and instructive talk. The main points stressed by him were:

That he accepted the invitation to preside at the opening meeting of the third annual conference of the Alabama Home Economics Association because he felt it to be his duty as a City Superintendent to seize this opportunity to express his approval of the work of the Association, and to emphasize his recognition of the importance of the subject of Home Economics.

He was glad to avail himself of the opportunity to call the Association's attention to the importance of utilizing home products as foods; one of the finest opportunities coming to Departments of Home Economics in high schools and colleges is to assist in the solution of the high cost of living problem by encouraging the use of home products as foods. Two illustrations were presented: The Field Pea as compared with the English Pea, or the imported Yankee Bean. He read an editorial from the pen of Colonel Henry Watterson, Editor of the Louisville Courier Journal, extolling the virtues of corn as a food. He raised this question, hoping that the Alabama

Home Economics Association will, at some future time, place greater emphasis on it than seems to have been placed up to this time.

He further suggested that greater emphasis be placed upon the aesthetic phase of Home Economics Work, striving to show that the work of the Home Economics field comprehends certain phases of fine art as well as the practical arts. It should not be necessary to elaborate this idea. One will readily see the opportunity for development along both lines.

The address of welcome was given by Dr. T. W. Palmer. In the course of his remarks he gave a brief history of the development of the teaching of Home Economics in Alabama, and also outlined the part that it is to play in the school and college courses in the future.

The music for the evening was furnished by the Music Department of the Alabama Girls Technical Institute.

The following telegrams were read:

Madison, Wis., Jan. 25, 1917.

Miss Maude Luttrell, Secretary Alabama Home Economics Association, Montevallo, Ala.

Best wishes for successful conference. Regret I cannot be present.

STELLA PALMER.

Montgomery, Ala., Jan. 24, 1917.

Dr. T. W. Palmer: Regret not being well enough to attend meeting. Had expected until today to go. I send greetings to the convention and best wishes for the session.

EDITH R. JUDD.

Augusta, Ga., Jan. 25, 1917.

To the Alabama Home Economics Association, Assembled: Greetings and good wishes.

NELLIE TAPPAN.

The speaker of the evening, Mrs. Henrietta W. Calvin, Specialist in Home Economics, Bureau of Education, Washington, D. C., spoke on the following subject: The Present Status and Probable Lines of Development in Home Economics.

We regret that we did not secure a copy of this address for publication.

FRIDAY, JANUARY 26, 9:00 A. M.

The morning session was taken up with round table discussions of the course of study in Home Economics for Rural Schools and Home Economics in the High School.

Miss Madge Reese, of Auburn, presided during the first discussion.

Miss Myrtle Brooks, Montevallo, Chairman of the Committee on Home Economics for Rural Schools, gave the following report:

COURSE IN HOME ECONOMICS FOR THE FIFTH, SIXTH AND SEVENTH GRADES OF THE RURAL SCHOOLS.

A three-teacher school.

Time: Lesson period 75 minutes a week
Home projects 75 minutes a week.

The course in Home Economics outlined here for the 5th, 6th and 7th grades of the rural schools has in mind the needs of the children that will not attend the High School. All lessons in foods, textiles, home management and home planning are for both boys and girls; those in sewing are optional for boys; the time given by the girls to sewing may be used by the boys in making home conveniences.

In general, the aim of the course is to teach the children to

live more intelligently by developing within them a vital home interest; specifically, the purpose of the course is to enable the children first, to see the home in its two-fold function as a work shop and as a living place for the family; second, to utilize the home environment and home products and the home activities for greater practical and aesthetic results. Those aspects of the home life taken up will be considered with reference to health and beauty, the degree or emphasis being determined by the conditions. Particular attention will be given to the social activities of the home, the family intercourse and the entertainment of guests.

Fifth Grade.

Foods: The course for the fifth grade includes the preparation of school lunches; the cold lunch brought from home and the hot dishes prepared at school; the use of home-grown vegetables and fruits, milk, eggs, the making of plain cornbread and buttermilk biscuit; the preparation of breakfast cereals, eggs, milk; the arrangement and setting of the breakfast table, serving the food and table manners.

Home management: The arrangement of the rooms of the home with reference to the use the rooms are to be put to—the kitchen, the dining room, bed room, living room and parlor.

Sewing: Simple stitches to be taught in connection with making articles for the home, such as the hand towel, dish towel, holders.

Foods: Planning and serving a home supper, four meats, batter breads, grits, salads, cookies; the use of sweets; the value and use of home canned fruits and vegetables; a picnic lunch; table manners; the care of the baby.

Sewing: Making of simple articles, napkins and table cloths of Indian head, hemming runners of Japanese toweling; darning stockings and mending clothes. The boys that do not want to sew should make fireless cooker, Atkinson cooker, reflector for campfire purposes.

Textiles: Special emphasis on cotton, with a sample book containing different grades of cotton material, with name, price, etc.

Laundry: The laundry of small, flat pieces; the removal of common stains such as ink, fruit, etc.

Foods: Planning, preparing and serving a dinner, including meats, salads, breads, desserts, canning vegetables and fruits (if there is not a canning club in the community); the preparation of invalid dishes.

Sewing. Making undergarments, simple cotton dress by the girls. The boys should make an iceless refrigerator, fly trap, window boxes.

The arrangement of the home plot; the location of the dwelling with reference to the outhouses; the yards; the garden.

Laundry: Simple table linens.

Study of pests; flies, mosquitoes, vermin.

It is suggested that after the study of each meal in the class room that a typical meal—"Dutch" breakfast, dinner, or supper—be served in the classes in the home of one member of the class.

MYRTLE BROOKE, Chairman,
EDITH JUDD,
NELLIE TAPPAN,
SARAH MARKS,

Committee.

An interesting and helpful discussion followed.

Mrs. O. L. Gregg spoke on Hot Lunches in the Rural Schools, as follows:

SCHOOL LUNCHES AT MONTEVALLO PUBLIC SCHOOL

Like the majority of other small town schools, there are many of our children who bring their lunches from home. A number of them eat an early, and often hurried breakfast, miss the heaviest meal of the day which is served hot at noon, and some of them have cold supper. Miss Withers, the primary teacher, thought it would be an excellent idea to serve these children with one hot dish at meal time just to supplement their cold lunch. She asked Miss Keys if her normal class might not come down and teach the children how to prepare this dish, and also how to serve it. To which Miss Keys readily consented. There was no equipment of any kind, and at the time Miss Withers undertook to carry out her idea, not a penny in hand. But she meets with no obstacle which cannot be surmounted, and in a short time she had secured a very modest though essential equipment. In the meantime Miss Keys assigned to her class everything she could get her hands on which might treat of school lunches.

The investigations were most interesting. Among other things brought out was this very significant fact—"In order to build up a strong, healthy and disease resisting army and citizenship, England, France, Germany, Belgium, Holland, Norway, Sweden, and Denmark have for years been serving to their school children free lunches." The municipality of Paris furnishes \$200,000 yearly to feed her school children. With them the proper feeding of her school children is an educational policy.

In her bulletin in Daily Meals for School children; Carolyn Hunt, then professor of Home Economics in University of Wisconsin, said: "The child needs food for growth, food for play, and food for clearness of brain. Hungry children cannot learn, and it is better to feed them at the expense of the public than have them grow up deficient in brain, and body, and soul. If the State educates its children, it is a waste of money to try to educate starving children." Then she cited cases of wonderful improvement made in numbers of schools where a cup of hot milk or cocoa is served in the forenoon. Instances could be multiplied, and made to include starving children not only of the poor and dependent classes, but children of the wealthy as well. There are many poorly nourished and underfed children who belong to the upper class, and who have to suffer in regard to simple food values. Many doting mothers are hopelessly ignorant when it comes to planning balanced meals for their little ones. The school lunch paves the way to this knowledge for just such mothers.

We found that it is not necessary to give free lunches in our country; and that a wholesome dish, rich in tissue building and energy producing materials may be prepared and served at a penny for a fair portion. That a well conducted school lunch supervised by a wise and tactful mother or teacher, bringing together the children from wealthy homes and those from the poor and less fortunate ones, where they may meet on the same plane for a social hour, may be made a power in smothering down the thoughtless and overbearing, while leveling up the weak and shrinking. If the Civic Leagues, the School Improvement, the Missionary societies, or like organizations will take up the matter of school lunches, they will find wonderful opportunities offered for a larger housekeeping; where the mothers of the community may meet on a common footing, and study the physical needs of her own as well as her neighbor's child. The accounts given by the United States bulletins, those from Teacher's College, University of Wisconsin, University of Illinois, University of Oregon, and others, prove conclusively a great gain for so small an investment of public thought and money.

By the time we were prepared to formulate menus for penny lunches to meet our demand here, Miss Withers had secured the equipment. The ninth grade boys had made a table 4x5 feet, and a set of shelves, the Civic League and some interested friends had contributed to a fund which was sufficient to secure one three-burner oil stove and oven, one wash boiler, two small boilers, two large pitchers, two dishpans, six table spoons, five dozen tea spoons, two dozen cups and saucers, and an oil can. Though rather meagre, this equipment is proving to the normal students what can be done when funds are limited. The pupils taught are from the sixth and seventh grades. Our aim is to add to their cold lunch one hot dish of tissue building as well as energy producing food; to teach them something of food values, and the preparation of simple nourishing dishes, something of the cost, and last but not least, attractive serving. These lessons are correlated with their physiology, agriculture, geography, arithmetic, history—in fact there are few elementary studies which may not have some points in common with home economics.

The children are very eager to cook, indeed we are told there is a stampede upstairs when the hour for cooking arrives; and the privilege to come down to the basement is a reward of merit. A singular fact is that the boys manifest a greater interest and acquire greater skill than the girls. One of their number acts as treasurer, takes in the money and keeps account of expenses. The present high cost of living forbade a penny lunch however, and we were forced to charge two cents a portion. We serve about forty lunches daily. The recipes for one serving is given, and the pupils multiply quantities by number to be served. Some of the lunches served for 2 cents are soups, cream of tomato, cream of celery, cream of pea, kidney bean, creamed dried beef, creamed toast, creamed tuna fish, glazed sweet potatoes, macaroni, corn chowder, potato chowder, creamed cabbage, stewed apples, boiled custard, oatmeal with milk and sugar.

With so many possibilities as this line of activity offers, it is surprising that more schools have not taken it up.

Mr. J. B. Hobdy, of Montgomery, talked on Home Economics in the Rural Schools at Present, giving statistics and conditions, showing the need of the study of sanitation, hygiene, and other Home Economics subjects.

The discussion of Home Economics in the High School was presided over by Mr. Roy Dimmitt, State High School Inspector.

During the discussion he gave a number of helpful points in connection with teaching Home Economics, he emphasized the importance of suitable equipment and absolute cleanliness of room, tools and utensils. He said we need a higher standard in regard to our kitchens in the home; they should be so attractive and kept so well that we could invite our friends out to make fudge, etc.

The discussion was opened by Miss Patterson, of Montevallo, who talked on Equipment, giving a summary of reports from various schools in the state as to the amount of equipment, the arrangement, the cost, how funds were obtained, the plans for the future.

A discussion of the preparation of Teachers followed. The question of what should be the minimum requirements, academic and technical, for teachers of Home Economics in the High School was left over to be presented in a report by a special committee to be appointed by the President.

The afternoon was spent in visiting the Demonstration Class work of the Technical Departments of the Alabama Girls Technical Institute, and the Art Exhibit:

DEMONSTRATION AND CLASS WORK IN TECHNICAL
DEPARTMENTS

BLOCH HALL

Friday 1:30 P. M.

- Room 9. Clay Modelling.
- Room. 11. Home Demonstration Exhibit.
- Room 101. Demonstration in Weaving, Exhibit of Finished Rugs.
- Room 102. Illustrative Work:
Home Management.
Care and Clothing of Children.
Short Illustrated Talks on the Following Subjects:
The Evolution of the American Home.
Points to Consider in Selecting a Site.
What Constitutes a Well Planned Home.
Choosing a Color Scheme for a Home.
Linoleum, a Desirable Covering for a Kitchen Floor.
Wood Floors and How to Finish Them.
Designing and Planning a Hand Woven Rug.
Furniture:
Points to Consider in Buying Furniture.
Chippendale.
Sheraton and Heppelwhite.
Adams.
Colonial.
Pictures and How to Hang Them.
Requirements of the Living Room.
Requirements of the Bed Room.
Landscape Gardening.
Treatment of Grounds for a Country Home.
- Room 106. Millinery:
Flower Making.
Buckram Frame.
Paper Drafting and Modelling.
Dressmaking:
Budget Making.
Remodelling.
- Room 107. Problems in Applied Design:
Planning Petticoat Flounce.
Textiles:
Weaving.
Finishes for Cotton Material.
- Room 109. Cutting of Simple Cotton Dresses.
Making Kimonas.
Finishes for Undergarments.
- Room 201. Sophomore:

- Exhibit of leavened mixtures, with score card.
- Room 203. Freshmen:
Study of Proteins, Eggs.
- Room 206. Senior Exhibit:
100 Calorie Portions and equivalent.
Card Catalogues.
Advanced Class:
Menus from four common foods.
Demonstration—Cleaning Silver.
- Room 209. Wood Block Printing.
- Room 208. Costume Design.
Exhibit of Art Course.
- Near Bloch Hall:
Demonstration of a convenient and sanitary Poultry House.

THE COLLECTION FOR THE ART EXHIBIT WAS FROM THE
AMERICAN FEDERATION OF ART,
1741 NEW YORK AVENUE,
WASHINGTON, D. C.

Artist.	Title.	Price.
O. P. Black.	In the Meadows	\$150.00
F. E. Church	Murrard Ducks	150.00
C. C. Cooper	Wharves at Edgartown	200.00
Paul Coronoyer	After Rain, Bryant Park	225.00
E. Irving Couse	Indian Lovers	500.00
Earl Stetson Craeford	Rocks and Roque	250.00
Charles C. Curran	Music Lesson	350.00
Edward Dufner	Moonrise	600.00
Edmund W. Greacen	August Meadows	500.00
Albert L. Groll	Rain Clouds	
Charles P. Gruppe	Along the Creek	600.000
Hugh Bolton Jones	Spring	300.00
W. F. Kline	Colonel's Daughter	400.00
Norwood H. MacGilvray	In July	150.00
R. F. Maynard	Seventeen	500.00
G. Laurence Nelson	On the Somme	500.00
G. C. Nicol	Afternoon on the Coast	1,000.00
Robert H. Nisbet	Nodine Creek	300.00
Henry B. Snell	High Tide	300.00
W. Granville Smith	Blue Hill, Me.	1,500.00
Gardner Symons	Landscape	
Louis D. Vaillant	Hill of the Muses	250.00
Everett L. Warner	The Old Shop	250.00
William J. Whittemore	The Wanderer	750.00
Cullen Yates	Incoming Tide	500.00

FRIDAY, JANUARY 26, 8:15 P. M.

The first lecture of the evening on Home Economics for the Home was given by Miss May B. Van Arsdale, Columbia University,

New York. This lecture is given in full on page 14 of this bulletin.

Mr. J. B. Hobdy, Montgomery, gave the second lecture of the evening on Sanitation in the Rural Schools.

SATURDAY, JANUARY 27, 8:30 A. M.

Business Meeting

The business meeting of the third annual session of the Alabama Home Economics Association was held on Saturday morning, January 27, 1917, at the Alabama Girls Technical Institute, Montevallo.

The meeting was called to order by Miss Martha Patterson, as President, Miss Stella Palmer was absent. Miss Patterson spoke of Miss Palmer's absence, also Miss McGill's, Vice President. The minutes of the last meeting and also of the meeting held at the Alabama Educational Association, Birmingham, were read and approved. The report of the Treasurer was read and accepted.

A discussion was held as to when the conference year begins and ends. Doctor Palmer suggested that the conference year begin with the Annual Meeting. His suggestion was adopted on Miss Bandy's motion.

Miss Brooke moved that a committee be appointed to outline a course of study in Home Economics handwork, etc. for the first four grades in the rural schools. Motion was carried. It was decided that a committee be appointed later.

Miss Brooke suggested that certain members of the Conference be appointed to study and investigate on topics in regard to Home Economics problems, such as home credits, lengthening of school term, professional training of teachers, and report at the next Annual Meeting. Miss Rosser moved that the suggestion be adopted and that the President arrange the topics.

Different topics were discussed. Doctor Palmer discussed the teaching of Home Economics in a one teacher school. Miss Rosser recommended that it might be done by correlation. This was considered a good suggestion. The motion was carried.

Miss Mariglen Cornelius moved that a telegram of regrets be sent Miss Palmer.

Miss McCauley spoke of the benefits derived from getting together at the Alabama Educational Association. It was agreed to meet at the close of the meeting of the Manual Arts Department during the Alabama Educational Association which will meet in Montgomery.

The meeting next year was discussed. Doctor Palmer invited the Association to return to Montevallo for the 1918 meeting. Miss Hansis introduced a suggestion of meeting somewhere else as it might be an imposition on the faculty and officers of the Alabama Girls Technical Institute to have the meeting in Montevallo every year.

Miss Bandy's motion to accept Doctor Palmer's invitation prevailed.

According to report of Nominating Committee, the following officers were elected:

President—Miss May Hansis, City Supervisor Home Economics, Birmingham.

Vice President—Miss Sarah Bandy, Agricultural School, Athens, Alabama.

Secretary and Treasurer—Miss Jean Gould, Selma High School, Selma, Alabama.

It was decided that the Executive Committee be appointed later. A motion to accept the report was carried.

Miss Hansis took the chair. After a few introductory remarks she appointed a committee to draw up resolutions to thank Doctor Palmer, the faculty, and students of the Alabama Girls Technical Institute for the many courtesies extended to the visitors of the Conference.

There being no further business, the meeting was adjourned.

JEAN GOULD, Secretary.

SATURDAY, JANUARY 27, 9:30 A. M.

Dr. T. W. Palmer, presided over the final session of the Conference.

A lecture on Home Economics and the Community was given by Miss Ada Field, Teacher of Domestic Science, George Peabody College for Teachers, Nashville, Tenn. Given in full on page 17 of this bulletin.

The closing address was given by Mrs. Henrietta W. Calvin, Specialist in Home Economics, Bureau of Education, Washington, D. C.

Short talks were made by Mrs. DuPont Thompson, Birmingham, Miss Eva W. Brown, Montgomery, Miss May Hansis, Birmingham, and others.

The following resolutions were read, and the Conference adjourned:

The Committee on Resolutions of the Alabama Home Economics Association wish to submit the following:

Whereas, circumstances have made it impossible for our President to be with us at this time, our third Annual Conference, we wish to express our regrets and to wish her God speed in her work.

And whereas, do we especially wish to thank the speakers who have brought us the help and inspiration which will help us to carry forward our work with renewed energy.

And whereas, the Association has been so delightfully entertained by the Alabama Girls Technical Institute during this session, be it resolved:

First: That we extend to Doctor Palmer our sincere appreciation for his interest and hearty co-operation.

Second: That we express to Miss Patterson and her entire Department our thanks for the inspiration and entertainment they furnished.

Third: That we extend to Miss Rembaugh, Mrs. Phillips, Mrs. Heatfield, and the girls of the Alabama Girls Technical Institute our heart-felt appreciation of the warm hospitality and many kind attentions that have added so much to the pleasure of our visit.

Fourth: That we, as Alabamians declare ourselves proud of this Alabama Girls Technical Institute and believe it to be one of the prime factors in the upbuilding of our state.

MISS MARIGLEN CORNELIUS,
MISS SARAH GILDER
MRS. FLORIBEL OHME

Committee.

HOME ECONOMICS FOR THE HOME

Miss May B. Van Arsdale, Assistant Professor Household Art—Director Department Foods and Cookery, School of Practical Arts, Teachers College, Columbia University, New York.

To be sure Home Economics is a young subject, but after all we have been studying and teaching it long enough to be asked from time to time to give an account of ourselves. It is with this idea of giving a reason for the faith that is in us that I speak to you this evening.

In the year 1822 Catherine Beecher, Pioneer in Home Economics, founded her school for girls in Hartford, Conn., **beginning** the career which ended in 1878. Twenty years after Miss Beecher's school was begun Ellen Swallow, afterwards Mrs. Richards, was born. This was in 1842. (With the brilliant history of the movement from 1842 until Mrs. Richards' death in 1911 we are all familiar.) These and the Lake Placid conferences were the beginnings of a movement which crystallized in 1908 in the formation of the Home Economics Association with a charter membership of about 800, and your presence here tonight testifies to the importance of the part you play as a unit in the movement as a whole.

There is no time at present to discuss the various phases of nomenclature through which the movement has passed. We have all been so tossed about between "Domestic Science," "Domestic Art" and "Domestic Economy;" "Household Science," "Home Science" and "Household Arts," that even those of us whose business it is to keep abreast of the movement cannot always give a reason for the faith that is in us regarding the nomenclature employed today. How then can we blame the home if it does not yet appreciate that this movement which stands today for the **betterment of living conditions** must embody all phases of the work which have developed **into** the movement?

With the phenomenal growth through which Home Economics has passed, it is not surprising that we have had little time to stop for meditation. We have been making history so rapidly that there has been little in the past on which to meditate, but has not the time now arrived when the public has a right to demand some tangible results and to ask us just what we are studying and teaching for?

And, right here we may inquire of ourselves whether we are really teaching home economics or whether the idea of home is in danger of being swallowed up in the pursuit of the Economics of the Home. So many forces are making for a spirit of unrest within as well as without the home. While some feminists clamor for a larger scope for their activities than the home has afforded them the demand for schools of Home Economics all over the land is a striking testimony to the fact that women have not after all exhausted the possibilities of the home; and to a large group of women (in spite of everything that may be said to the contrary) the home will always be a place to feed **body** and **soul** those entrusted to their care. Possibly our disagreements regarding the possibilities of the home are due to an inevitable lack of conformity in conception of what Home is or should be. The Home **dominates** some women—others dominate it. After all the question becomes—"How big a sphere can one humanize?"—That depends upon the individual. Home Economics is an open door. Through it some enter **into** the home and find there an ever broadening field for their many sided activities; through it

others leave the home temporarily, at least—well ordered and at least mechanically organized,—while they spend a large per cent of their energies elsewhere.

We may not agree as to the ideal Home or the ideal Housewife of the future. In spite of our diverse objects, are there not some phases of the subject as it effects the home, on which we can all agree, some spiritual values perhaps which should accrue from the study of home economics in the development of personality to dominate any ideal of the Home. What can the schools do? What can we, as teachers, do?—What can you students do?—to develop through our study of Home Economics those traits of character necessary for the woman who is to cope with the big problems of the home, growing daily bigger. I had almost said there is one thing to develop in the girl of today who is to be the woman of the future—and **only one**, and that is, Individual honesty—honesty with one's self. This trait is the highest and best result of scientific training—and scientific training for the home is one of the best fields of education for its development—and no where is this trait of character more necessary than in the administration of the home of today and tomorrow. The scientifically trained housewife must be educated to be a wise chooser, and not only a wise but an honest weigher of values. She must be a discriminating spender, never deceiving **herself** in the matter of her expenditures, her extravagances or economies. She must see clearly that she has more than money entrusted to her care. Time and energy are at her command, and spending one of these may mean the legitimate saving of the other factors. She must be able to distinguish between so-called "true and false economies" and between the material and the psychological gain for money expended, between spending to keep body and soul together, and spending to make life worth living, between spending to **save** and saving to **spend**. She must also be able to see clearly that the higher cost of living is not alone due to the higher cost of materials, but also to changing methods of living and the lack of a clear boundary between necessities and luxuries, so that a weighing of values may give rise to the wholesome question—"What can I do **without**?" The scientifically trained housewife must have a sane, and sustained, rather than an hysterical interest in the big economic questions of the day, and she must be trained to get the point of view of the producer as well as the consumer, so that she may thoroughly appreciate why the milk dealer, for instance, cannot afford to give her even a few drops or one cubic centimetre extra of milk daily, because if he has 300,000 customers he may be giving away nearly \$200 worth of milk a week.

And above all, we are told our modern housewife must be efficient. And here we need to sound for her a word of warning for fear in her zeal, even efficiency may be overdone. Here, if ever, is discrimination needed. For some, efficiency has come to mean merely "time saving". It is just as well for us to keep our ears to the ground and hear what those who satirize some of our modern tendencies say about our misdirected effort. For instance, the following:

Time Wanted

"**Wanted**—Time. Lady who spends her mornings at the dress-makers, her afternoons at bridge, and her evenings at the theatre would like to get into communication with some **efficiency expert** who will be able to tell her how she can get more time. She requires time to get acquainted with her children, familiarize herself with a few of the most essential

details of housekeeping, improve her mind by a little calm and serious reflection and develop an interest in an occasional subject of importance."

Time schedules, paper napkins and tablecloths have their place, but the elimination of the niceties of table service may result in saving time and energy, and even money, but can we afford to pay the price in the sacrifice of aesthetic values? What are we saving our time and money and energy for, if not to spend them on something more worth while—to spend them, shall we say, for **real** bread and for the labor that satisfieth? Efficiency must be judged on the answer to the question: What am I saving **for**? A household is no longer efficient when it is obviously so. It is obviously so when the machinery gets atop of the soul.

A nice discrimination is needed to develop the type of woman we have mentioned. Is your teaching of Home Economics doing it? Is mine? Are you as a student honest with yourself? What are we doing and what must we do not only to mold the future housewife but to keep her abreast of our investigations, when once she is launched on her career? Our responsibility is only just begun. How shall our experimental laboratory results be made immediately useful for her. Her own kitchen can be a laboratory in only a **limited** sense—we should make immediately available for her the quantitative results of our work translated into round numbers and everyday language—devoid of too technical terms. The quantitative aspects involved in the elimination of waste in foods, the relative economy of fuels, the actual time spent in preparing meals for the average family and the relation of time spent to the contents of the menu, the relative cost of homemade and baker's bread and rolls, the wide margin between chops purchased at \$0.21—\$0.28 and chops eaten at \$0.48—\$1.69, steaks purchased at \$0.25—\$0.30 and eaten at \$0.34—\$0.60, the relative value as food and economy financially of canned and fresh vegetables, the relation of the cost of a commodity and the amount of work done on the commodity when it is purchased in small units; the factors involved in large and small quantity buying,—these and many other problems of Home Economics should be solved and are being solved for the home of today and tomorrow by the school of today.

When training in home economics shall transform house work which was drudgery into house work that shall be household management and lifts us above fussing so that we breath a purer and more spiritual air and when **what home economics** should do for the home is met half way by what the home should do for home economics, we will have begun to justify its place in the education of the woman, but we must acknowledge that we have only made a beginning and the road is a long one beset with immediate obstacles and many problems.

Unless home economics as taught in our schools and colleges can be put into the language of the home so that our laboratory experiments, no matter how erudite, are translated into a workable formula for the experienced housewife who has neither the time nor the inclination for a **course** in home economics, it will not be worthy of a place in a curriculum of education for service. And education that is not education for service can not have a place in the training of the future American citizen. And in the coming America the home looms large and the place of woman in it is important. We must see to it that her home economics training for that place is of the proper sort.

And what will the Ideal Housewife be? We are training her today. What do we wish her to be? One thing is surely certain—If

"fairer play" for woman means a big opportunity grasped but not **misused**, if sex war gives place to wholesome comradeship, if "equal standards" means not a dimming of her sight, so that things which were definitely black before seem now only gray, if her freedom is worth all it costs, if work and independence teach her better values, if she emerges untarnished from the strife with a spirit schooled to direct a saner will, if her dreams of future greatness and a Perfect Race dull not her pity for the feeble and the helpless, and if all her getting is getting for giving, we may face the future housewife with hope.

HOME ECONOMICS AND THE COMMUNITY

Miss Ada Field, Teacher of Domestic Science, George Peabody College for Teachers, Nashville, Tenn.

There was a time when the community was only a larger family,—the time in the history of civilization which is called the Patriarchal Age. But in that community home the children never grew up, the old men were absolute monarchs, and so the patriarchal community family passed away as individual liberty came. When a true democracy began to be realized people went to the other extreme, the individualistic. So much has this happened that we have not only few social groups whose members feel kinship, obligation or brotherhood enough to make a real community family, but the exaltation of the individual threatens even the ties of home itself. Now, however, we are awaking to the possibilities and opportunities of the community and again there are the beginnings of the family of grown-ups. There is a wide difference, however, from the patriarchal family. The new community family is bound together not by blood kinship, nor by religion, but is a free association held only by the recognition of the opportunities and obligations of neighbors and ruled not by one, but by the whole group.

In this larger family life what place has Home Economics? Is it not the same as in the smaller home,—to warm the hearthstone, to spread the hospitality, to beautify and to make wholesome physically and spiritually the community home, and to conserve the health and strength of the members of the family? It may be to go even farther back than this and, like the primitive woman, to found the hearthstone itself and build the shelter above it, and help to gather within the good things and to shut out the evil. Home Economics as the community home builder of today may not do her work alone, however,—all the family must help if it is to be a real home. She must enlist co-operation and sympathy and stir the aspirations and ideals of the other members. She must win, she cannot force her way.

There are many ways of laying the community hearthstone, but it will be done thru some group gathered and bound together by a worth while common interest. It may be a club of school girls, with interest to study flower growing, it may be a canning club, or a girls' campfire band with its motto of work, health and love, or a boys' club with the purpose of killing flies or growing corn or pigs, or a boy scout group with its wholesome fellowship; it may be a woman's club interested in studying history or making lace, or a men's organization for politics or business or social life,—it matters not much what the organization or what its purpose so it be democratic or have in it the possibility of becoming democratic.

Someone has said that home is a spiritual state and we must never forget that, but neither must we forget that it is not a disembodied spirit. Many otherwise ugly facts of labor and drudgery be-

come dignified when we recognize them as necessary parts of the body which is to enshrine this spirit of home. It is the touchstone by which to try our work in the smaller and also the larger home. Does this task contribute to worthy home life? If so, it is dignified, no matter how menial it be; if not, it is unworthy, no matter by what traditions made sacred.

Given the group that may lay the beginnings of the hearthstone, what next? The ancient Arabian custom that makes friends even of enemies when they have eaten together has much truth in it. The Arabian meal was simple that had this binding power. It is represented today by the banquet and by all forms of social eating together. Much of spiritual power for good or ill depends upon that meal. It may be a simple basket of fruit, a popcorn feast, a few glasses of fruit juice or cups of tea, and fulfill its purpose; it may be elaborate and costly in time and strength and money and only succeed in bringing peoples' spirits to the level of their stomachs. It is part of home economics to make the community meal at its meetings simple and attractive and wholesome and esthetic. It should also be representative, in part at least, of the products of the neighborhood, or such things as ought to be produced there, and should be prepared and served by members of the community. The home economics teacher may begin at the school and her pupils become young hostesses of the community, or the club woman may begin in her club, or the wife in the club of her husband or the mother in that of her son or daughter. The place may be at first any that is suitable but eventually I believe the school building ought to be the meeting place of the community family and that the hearthstone should be laid there as soon as it is possible to secure the consent of the community.

Home Economics, as the community hostess, serves with her own hands the simple refreshments and finds the task not so great that she has not left time and opportunity to share in the conversation of the family and as hostess to help to direct the conversation. She knows her guests, she feels her way tactfully, and soon a new movement is on foot, a broadening of interest and purpose and service. Suppose the first community organization is the girls' flower club mentioned before. It grows more flowers and more beautiful ones, taking one or two varieties at a time. First it studies how to select, plant and care for them. Then comes the question of artistic arrangement outdoors and in the house, the use of cut flowers, a flower show at the community meeting place, the sharing and giving of flowers for the use of the sick and unfortunate and for the school and church, possibly also the marketing of flowers. From the flowers it is easy to go to the furniture, pictures, hangings, the walls and finally the whole house and all that touches the home, not of one member, but of all members. And so the girls' club has begun community building. And in a similar way any other interest to begin with can be developed if it have in it the spirit of community.

Now what are the community interests that especially concern home economics, the interests which it is our peculiar duty and privilege to foster? One has been mentioned,—simple, wholesome community hospitality, a cheer that shall contribute to the spirit of good fellowship and happiness and leave no regretful tomorrow. Another is to promote the study and use of the things that beautify, particularly the recognition and use of the beautiful things at hand. Native scenery, trees, flowers, grasses, birds, appreciated and conserved, grounds about houses made attractive, roads and fences improved until the barns and out buildings catch the spirit and disfiguring signs and advertisements disappear. Anything that helps to make a

community of beautiful and comfortable homes is within our province. Over the community table and by the community fireside plans may be talked over, an architect, a landscape gardener, an agriculture department expert or a successful member of the community advising and helping. Books and magazines are wanted and at the community centre they may be kept and passed from member to member.

In side the home there is the study of how to secure beauty, convenience, comfort, healthfulness, all the things that make for the best in home life. If only a community can realize the wealth of information and the self-help that is within itself or at its doors. The architect, the successful homemaker, the physician, the home demonstration agent, the teacher, the health officer, the minister, the carpenter, the dry goods merchant, the hardware man, the successful farmer or gardener, the grocer, the dairyman, the policeman,—cannot you see the number of talks over the community table when each member who knows more about something than the others or can do some thing better makes, perhaps shyly and brokenly, his contribution to the common fund of knowledge? Cannot you see the impetus to the men and women making this contribution to learn more and be able to give more?

Of vital interest to home economics as community hostess is the health of the family, both personal hygiene and sanitation. Water supply, milk supply, the disposal of sewage, ridding the community of mosquitoes and flies, prevention of tuberculosis, pellagra and all the other diseases we need not have,—these are a few of the things calling for co-operation if not initiative from Home Economics. There are quantities of literature free for the asking from the United States Public Health service or from private organizations and quantities more to be had at little cost, but these need the personal word, the interpretation and application to make them really effective. Again if the community will but call upon its own resources, its local physicians, aided later by government experts, it can learn the way to be well. Home Economics, the hostess, may drop the word and point the way to this self help.

Of very vital interest to Home Economics is the food and clothing in the home. Over the community table it is easy to start the discussion. His own food and clothing is of interest to everyone, the child's food and clothing to every mother. The school lunch is many times the first community table where the influence begins that is to interest and direct the study of food in right lines, but some other group may serve as well. The tactful hostess may direct the fireside conversation in what lines she will.

But the wise hostess knows that the house stands evermore for life at its best and that people have hardly been their best together until they have played together or sung together. And so Home Economics, the hostess, again, by virtue of her place of honor, directs the thoughts of her family. It may be a costly piano or a victrola or only a mouth harp for accompaniment or no accompaniment at all when the family sings together the old songs people love and some new songs for community singing. Perhaps there is a local poem set to music, but always there is the encouragement to choose and sing the best, most beautiful, happiest, wholesomest, jolliest of songs. And the playing,—community playing. Have we any except that of children's games and a few of the folk dances? Hardly any. There is need of something that shall be dignified and joyous, something in which all the group may join and keep the spirit of the group,

something calling for art and zest and good fellowship,—perhaps a touch of rivalry.

I do not know what this something will be but I believe that the revival of the old dances, such as the Lancers, minuet, and Virginia reel is a step toward the solution. They may require some modification into quicker movement, but, they have in them the possibilities of artistic rendering that do not exist in the couple dances. It is probable too that no community will be found where all members fully approve or will join in the dances now current, while in most communities no members would consider the old dances objectionable.

Whatever the solution Home Economics should aim to foster wholesome, joyous, free group play. And when the community has eaten and thought and worked and played together and has done all these in a spirit of brotherly love it will have been worshipping together and will worship together. Home Economics, as the community hostess, keeps in mind that all her work is in its final result for spiritual ends.

PAID UP MEMBERSHIP FOR 1917-1918

Sarah R. Bandy, Athens, Ala.	Maria Moseley, Plantersville, Ala.
Myrtle Brooke, Montevallo, Ala.	Mamie McKay, Columbiana, Ala.
Eva Brown, Lanier High School Montgomery, Ala.	Olean McPherson, Ensley High School, Birmingham, Ala.
Margaretta Brucker, Athens College, Athens, Ala.	Mrs. T. G. Nelson, Columbiana, Ala.
Julia Chenoworth, Tuscaloosa High School, Tuscaloosa, Ala.	Mrs. Conrade Ohme, 1729 4th. Ave. S. Birmingham, Ala.
Mariglen Cornelius	Mrs. T. W. Palmer, Montevallo, Ala.
Mrs. J. H. Cranford, Jasper, Ala.	Dr. T. W. Palmer, Montevallo, Ala.
Mrs. W. B. Delchamps, Mobile, Ala.	Stella Palmer, Montevallo.
Mary Feminear, Auburn, Ala.	Martha Patterson, Montevallo, Ala.
Janie Fonville, Ensley, Ala.	Mrs. Ilah Williams Polhill, Jacksonville, Ala.
Fannie Gluckstein, Huntsville, Ala.	Carolyn Rembaugh, Monteval- lo, Ala.
Augusta Going, 3304-12th Ave. N. Birmingham, Ala.	Jennie W. Rosser, 1111 13th St., Birmingham, Ala.
Jean Gould, Selma High School, Selma, Ala.	Annie M. Shapard, Centerville, Ala.
Mrs. Ilah P. Hamilton, Jackson- ville, Ala.	Rosa Walker, Montevallo, Ala.
May Hansis, Birmingham, Ala.	Pattie Westmoreland, Athens, Ala.
Laura Elsie Haynes, Atmore, Ala.	Ruth Whorton, Marion, Ala.
Ruth Hope, Union Springs, Ala.	Mary Wooley, Oneonta, Ala.
Mary B. Lunceford, Thomas- ton, Ala.	
Maude Luttrell, Columbia, Ala.	
Beryl Macauley, Ensley High School, Birmingham, Ala.	

Annual dues \$0.50. Those wishing to become paid up members for 1917-1918, please remit to Miss Jean Gould, Treasurer, Selma, Ala.

The following, in addition to the Faculty and students of the Alabama Girls Technical Institute, attended the Conference:

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|---|---|
| S. D. Bloch, Camden, Ala. | Miss Augusta Going, Birmingham |
| Annie M. Shapard, Centreville | Janie Fonville, Birmingham |
| Marion Walker, Mulga, Ala. | Margaret Cator, Sylacauga |
| Mary B. Lunceford, Thomaston | Em. Peebles, Sylacauga |
| Mrs. P. H. Jones, Camden | Mariglen Cornelius, Cullman, Ala. |
| Julia Chenoworth, Tuscaloosa | Sara Gilder, Ensley |
| Maude Luttrell, Columbiana | Roy Dimmitt, Montgomery |
| Willie Sellers, Tallassee. | Eleanor Hubbard, Birmingham |
| Mrs. Ilah Williams Polhill, Jacksonville. | Mary Woolley, Oneonta |
| Mrs. Ilah Polhill Hamilton, Jacksonville | Maria Moseley, Plantersville |
| Mrs. Chappel, Cory, Birmingham | Mary R. Fitzgerald, Birmingham |
| Mrs. T. C. Thompson, Siluria | Josephine Strong, Birmingham |
| Jean Gould, Selma | Laura Haynes, Atmore |
| Ruth Whorton, Marion | Lucile Carter, Brewton |
| Sara Thomas, Georgetown, Ky. | Mary Faminear, Auburn |
| Mary Clay, Selma, Ala. | Mrs. T. L. Clay, Selma |
| A. F. Harman, Selma | Pattie Westmoreland, Athens |
| Bernice Jackson, Marbury | Mrs. H. Friedberger, Columbiana |
| Frances Watkins Davis, Moundville | Mary McKay, Columbiana |
| Eva W. Brown, Montgomery | Mrs. T. G. Nelson, Columbiana |
| Margaretta Brucker, Athens | L. Leftwich, Columbiana |
| Martha A. Sproull, Troy | Elorie Kidd, Columbiana |
| Fannie Gluckstein, Huntsville | Dewey E. Farley, Columbiana |
| Madge J. Reese, Auburn | Lera Haynes, Columbiana |
| Ruth Hope, Union Springs | Minnie Belle Haynes, Columbiana |
| Corinne Chisholm, Birmingham, The Birmingham News | Eunice White, Columbiana |
| Mrs. Floribel B. Ohme, Birmingham. | Henrietta Irby, Lower Peach Tree |
| Jennie M. Rosser, Birmingham | Margaret McMillan, Columbiana |
| May Hansis, Birmingham | Lettie Johnson, Calera |
| Beryl Macauley, Birmingham | J. B. Hobdy, Montgomery |
| Olean McPherson, Birmingham | Mrs. Henrietta Calvin, Washington, D. C. |
| Mildred Clapp, Birmingham | Miss Mary B. Van Arsdale, New York City |
| Mrs. D. R. Thompson, Birmingham | Miss Ada Field, Peabody College, Nashville, Tenn. |
| Miss Stella Harms, Albertville | |

CONSTITUTION AND BY-LAWS ALABAMA HOME ECONOMICS
ASSOCIATION.

Constitution.

ARTICLE I.

Section 1. The name of this organization shall be the Alabama Home Economics Association.

ARTICLE II.

Object.

Section 1. The object of this organization shall be the same as that of the American Home Economics Association, as stated in its constitution.

Sec. 2. In addition, this Association wishes to devote itself more specifically to the problems of home economics as they develop in its local field, the State.

ARTICLE III.

Members.

Section 1. All who are actively interested in furthering the object of this Association are eligible to membership.

ARTICLE IV.

Officers.

Section 1. The officers shall consist of a president, a vice-president, a secretary-treasurer, and an executive committee.

Sec. 2. These officers shall be elected at the time of the annual meeting of the Association, and shall serve for a term of one year.

ARTICLE V.

Meetings.

Section 1. The Association shall meet annually.

ARTICLE VI.

Amendments.

Section 1. The constitution may be amended by a vote of two-thirds of the members present at any regularly called meeting.

By-Laws.**ARTICLE I.****Affiliation.**

Section 1. The Alabama Home Economics Association shall be affiliated with the American Home Economics Association by fulfilling the requirements as stated in its By-Laws, Article III, Section II.

ARTICLE II.

Section 1. The nominating committee for each annual meeting shall be appointed by the president at the beginning of the meeting. It shall consist of three persons present at the meeting, not more than two of whom are officers of the Association. Such committee shall present at least one nomination for each elected office, publicly, to the Association.

Sec. 2. The vote shall be by ballot.

Sec. 3. Elections shall be by majority of votes cast.

ARTICLE III.**Duties of Officers.**

Section 1. The president and vice-president shall perform the duties usually pertaining to such offices.

Sec. 2. The secretary-treasurer shall preserve the records of the Association; shall endeavor to increase the membership of the Association; attend to the correspondence, and keep a record of the finances.

Sec. 3. The president, assisted by the executive committee, shall arrange the program for the annual meeting of the Association.

ARTICLE IV.**Fees.**

Section 1. The annual dues shall be fifty cents.

ARTICLE V.**Amendments.**

Section 1. These by-laws may be amended by a vote of two-thirds of the members present at any regularly called meeting.